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ABSTRACT

Elementary education majors at Emporia State University (ESU), Kansas, were subjects in a research project designed to administer, analyze, and interpret a variety of quantitative and qualitative measures of two groups. An experimental group consisted of 16 interns placed at one of two professional development schools (PDS) that ESU operates in partnership with local school districts. A control group consisted of 16 student teachers who completed the traditional teacher preparation model at ESU. Results indicated: (1) there were no significant differences in National Teacher Examination scores between PDS interns and student teachers in the control group; (2) no major significant difference was found between the two groups' responses to the Teacher Education Questionnaire, which measures beliefs about teaching, learning, and subject matter; (3) the experimental (PDS) group was significantly more positive toward inclusion of children with disabilities in mainstream classrooms; and (4) PDS graduates are better prepared for the first year of teaching than graduates from traditional student teaching experiences. The appendices include: statistical summaries of findings; "Attitudes Toward Mainstreaming Survey, ESU Adaptation"; a summary of professional development school outcomes, which focuses on competencies of PDS graduates; "Intern Feedback on the PDS Program re: Preparation for Teaching"; and "Sample Questions from the Teacher Education Questionnaire." (Contains 16 references.) (IAH)

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RESEARCH ANALYSIS OF PROFESSIONAL DEVELOPMENT SCHOOL GRADUATES AND TRADITIONAL PHASE I AND PHASE II GRADUATES

EMPORIA STATE UNIVERSITY

PAPER PRESENTED AT THE ASSOCIATION OF TEACHER EDUCATORS

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RESEARCH ANALYSIS OF PROFESSIONAL SCHOOL GRADUATES AND TRADITIONAL PHASE I AND PHASE II GRADUATES EMPORIA STATE UNIVERSITY

Introduction:

In the fall of 1993, The Teachers College of Emporia State University, in conjunction with USD 233 Olathe, Kansas, implemented two Professional Development Schools (PDS). Sixteen elementary education majors spent their entire senior year learning about teaching primarily through working in elementary classrooms under the supervision of mentor teachers, Emporia State University faculty, and a full-time site PDS coordinator. The Olathe School District is located 85 miles east of the Emporia campus and is a community of 90,000 people. The district provides educational opportunities for students living in Olathe, Overland Park, Lenexa, and Shawnee. The district enrollment is 16,670 students (9,724 elementary students, 3,835 junior high, and 3,111 senior high students). It is the fourth largest district in Kansas. Two elementary schools selected as the sites for our first two Professional Development Schools were Countryside and Pleasant Ridge. The PDS concept is an innovative and experimental model of teacher preparation which requires students to learn about teaching through completing methods courses taught by university faculty, mentor teachers, and district personnel and applying what they have learned in the classroom.

To research the results of this program, a research design was

implemented to compare the PDS interns and a control group of 16 students who completed the traditional teacher preparation program. Subjects were matched on the following items: beginning cumulative GPA, PPST scores (writing, math, reading), general vocabulary proficiency, word parts proficiency, phonetic analysis proficiency, structural analysis proficiency, and spelling proficiency. No significant differences were found on these measures between the PDS students and the regular student teachers (see Appendix A for a comparison of mean, SD, and t-value scores on these items). The control group subjects were also completing their clinical experience in an urban or suburban location. Methods of evaluation included portfolios, research questionnaires, and the National Teacher Examination, Professional Knowledge Test. All of the assessments described above provided comparative data which allowed the primary investigators to answer the questions in the research design.

Perspectives:

The late 1980's witnessed a call for reform in public education and college/university units involved in teacher education. Although the preparation of new teachers is only a small part of the educational reform movement, President Bush's 1989 Education Summit targeted teacher education as one of five areas in need of national attention (Esky, 1989). The critics of teacher preparation programs have charged that prospective teachers are not being adequately prepared for the realities of today's

classrooms and that university teacher education faculty are often lacking in recent K-12 experience. Several alternatives for reforming teacher education programs have been suggested: keyschools (Goodlad, 1990); professional development schools (Holmes Group, 1986); clinic schools (Carnegie Forum, 1986); professional practice schools (Levine, 1990); and modified laboratory schools (Prince, Buckley, and Gargiulo, 1990). All of these reform ideas envision the improvement of teacher education through collaborative efforts between universities and public schools. To date, few such partnerships exist. Those which are operational emphasize collaborative efforts between large research institutions (Kentucky, West Virginia, Michigan State, San Diego State, Brigham Young, University of Wisconsin-Milwaukee) and urban school districts.

A professional development school is analogous to a teaching hospital. It is designed not only to educate novice teachers, but also to be a place where university and school faculty can collaborate on research and development -- all within an administrative structure that encourages professional development and empowerment. In a PDS pupils are rewarded with the best possible education we can provide, just a patients get the best possible medical care in teaching hospitals. The ideal PDS is a school where teachers and researchers generate new knowledge about education, then put that knowledge into practice as teachers are trained at the cutting-edge of their field.

A PDS is a center for long-term professional development. The

expectation is that students, student teachers/interns, regular teachers, supervising teachers, administrators, and university faculty are all learners. The PDS becomes a laboratory for observation, experimentation, and extended practice, with the goal of producing reflective and analytical teachers.

Methods or Techniques:

Although the PDS model is currently being implemented by selective colleges and universities throughout the country, little published data exists demonstrating the specific outcomes of a PDS approach vs. the more traditional teacher preparation model. The major goal of this research was to administer, analyze, and interpret varied quantitative and qualitative (authentic assessment) measures administered to two group -- elementary education majors enrolled in the PDS and elementary education majors enrolled in the traditional model -- for the purpose of deriving data illustrating the degree to which each group demonstrates articulated outcomes. This research project hopes to contribute significantly to what is currently known and theorized about teacher preparation models. Currently, there is little published research in this area.

The hypothesis tested through this research was the following:

1. Preservice teachers enrolled in the PDS model demonstrate similar outcomes and achieve test scores similar to those demonstrated and achieved by preservice teachers in the traditional preservice teacher preparation model.

Data Source:

Three essential components undergird the teacher preparation program at Emporia State University. We prepare teachers to be professionals who are critical thinkers, creative planners, and effective practitioners. Specific outcomes within each of these three areas have been defined through collaborative dialogue involving ESU faculty/administrators and USD 233 faculty/administrators. Each outcome includes a description of how mastery will be measured or observed in experimental and control subjects (see Appendix E for outcomes of the PDS model).

The subjects in the research included an experimental group (16 interns in the PDS) and a control group (16 student teachers who completed the traditional teacher preparation model). Subjects in the two groups were matched on PPST scores, GPA, and several other quantitative measures (see Appendix A). The control group subjects were also completing their clinical experience in an urban or suburban location.

In addition to direct observation and/or measurement of designed outcomes in the three areas specified above, several additional quantitative and qualitative measures were used to compare the performance and learning of PDS and on-campus participants. The following were areas of research comparisons:

1. National Center for Research on Teacher Education Questionnaire -- this 309 question instrument includes demographic questions and sections on teaching and learning, writing, and mathematics. This was a pre-posttest measure.

2. The National Teacher Examination--the Professional Knowledge Subtest was administered.

3. An adaptation of the Attitude Towards Mainstreaming Scale (ATMS), was used for the study. The ATMS was developed to measure attitudes toward mainstreaming students with disabilities into the general education classroom.

4. Portfolio reviews -- evaluators external to ESU and the PDS reviewed the portfolios of the PDS students.

5. Survey of the PDS graduates to determine their perceptions of how to change the PDS program for next year.

6. Anecdotal records detailing perceptions of the mentors, university professors, and principals were reviewed.

7. Data Analysis -- all of the assessments described above provided comparative data which allowed the primary investigators to answer the research question listed earlier in this proposal.

Results and Conclusions:

1. National Teachers Examination test of Professional Knowledge.

The NTE test of Professional Knowledge is intended to demonstrate the examinee's ability to apply theoretical and practical knowledge in dealing with the procedures necessary for effective teaching. The range of questions extends from classroom management to learning theory, from planning to assessment, from professional behavior to rights of students and teachers, from community relations to extracurricular influences. There was no significant differences in the NTE scores between the PDS interns and the control group (PDS mean = 660.78; control group = 664.61, see Appendix A).

2. Portfolios.

Although the portfolios were not used for comparative purposes, the evaluation by the external reviewers provided

important information for those involved in the program. In the preparation of the portfolios, the interns were directed to provide three sections -- one for each of the essential components of the professional educator as defined by ESU; that is, a section detailing growth and expertise as critical thinkers, creative planners, and effective practitioners. The interns were further instructed to use pieces accumulated throughout the year of the PDS in their portfolios. The rubric was adapted from material provided by the Northwest Regional Laboratory and used a 6 point scale. Descriptors for each of the 6 criteria can be found in Appendix B. A random sample of six portfolios were selected for rating. Three elementary teachers from the Olathe school district (but not connected to the PDS) were asked to serve as external evaluators. They were trained by one of the principal investigators in the criteria and rating scale for these portfolios. The interrater reliability ranged from 0.83 to 1.00 on each portfolio, well within acceptable bounds (see Appendix B for results of the portfolio review).

The results of the external review underscored our own perception that the interns were somewhat weak in their writing skills. Although they demonstrated self-reflection in conferences after supervisory observations by the PDS coordinator, the interns' ability to express their self-reflection in written form was weak. As a result of this research, this year's program reflects greater emphasis on written responses and self-reflection.

3. National Center for Research on Teacher Education Questionnaire:

For several years, researchers at the National Center for Research on Teacher Education have been engaged in a longitudinal study of Teacher Education and Learning to Teach (TELT) which examines, among other things, teachers' and teacher candidates' beliefs about teaching, learning, and subject matter. The questionnaire includes a section on demographics and personal academic history of the respondents. The questionnaire consists of some 309 items, most of them seven-point Likert-scale statements or forced-choice items, designed to tap teachers' beliefs about and knowledge of: the teaching and learning of mathematics and writing; the teacher's role in the teaching and learning of mathematics and writing; mathematics typically taught in school; conventions of written standard English; learners; and teachers as learners, writers and knowers of mathematics. Some forty-five items on the questionnaire were intended to tap teachers' views of learners.

The Teacher Education Questionnaire was used as a pre-post measure (September 1993 and May 1994). A summary of the significant findings as measured by the calculation of variables regarding beliefs and knowledge measured on the questionnaire can be found in Appendix C. A t-test was used to compare the PDS students with the control group. Of 309 items found on this questionnaire, a t-test produced significant differences between the two groups on 25 items. Three samples from the questionnaire in which significance was found follows:

1. Since there is no "best way" to teach, every teacher has to figure out what works for him or herself. (1-7 point scale, 1=strong agreement, 7=strong disagreement; PDS mean = 1.2, control = 2.69)

2. Sentences should never begin with "and" or "because." (1-7 point scale, 1=strong agreement, 7=strong disagreement; PDS mean = 1.66, control = 2.61).

3. Spelled correctly (evaluating a student's letter critically using a four point scale, 1=definitely would do this and 4=definitely would not do this, PDS mean = 1.53, control = 2.16).

After an analysis of the 25 items showing a significance between the two groups, the researchers could not find a major significant differences between the two groups. Attempts to cluster common responses into patterns showing attitudes towards writing or math or around the content of math and writing were not successful. Appendix C contains a listing of the items where significance was found. Appendix G contains sample questions from the 309 item Teacher Education Questionnaire.

4. Attitudes Toward Mainstreaming Survey (ATMS).

An adaptation of the Attitude Towards Mainstreaming Scale was used for this study. The ATMS was originally developed to measure attitudes toward mainstreaming students with disabilities into the general education classroom. The scale begins with a definition of mainstreaming, and consists of 18 six-point Likert-type items (Berryman, Neal & Berryman, 1989). The current research study used an adaptation of the ATMS which replaced the definition of mainstreaming with a definition of full inclusion. This was done because the state of Kansas is moving towards a full inclusion

model and our regular teacher education program must reflect this change. The adaptation contained items pertaining to the inclusion of children with autism, traumatic brain injury, learning disabilities, and behavior disorders in the general education classroom. The adaptation also contained items concerning attitudes with regard to the severity of exceptionalities. Reliability data for the adaptation of the ATMS used in the current study was obtained by conducting a juried study with 46 undergraduate students at Emporia State University. The study yielded a coefficient alpha of .93 (Coopman, 1994). In addition, factor analysis of the data obtained in cross validation studies utilizing pre-service and in-service teachers, Berryman & Neal (1980) found results which supported the construct validity of the scale.

Procedures indicated the PDS group was significantly more positive toward inclusion than the control group. From the results of this analysis, it may be concluded that a difference in attitude toward inclusion exists among the PDS and control population. This conclusion suggested that immersed field training received by subjects in the PDS group may promote the development of more positive attitudes toward inclusion. The more positive attitudes toward inclusion conveyed by the PDS respondents may be explained by a number of factors. Trainees in the PDS were placed into elementary classrooms to receive field training immediately after being admitted to the teacher education program. Therefore, PDS students had an opportunity to observe and model experienced

teachers interacting with students from the onset of the training program. Further, the Olathe district provided extensive staff training in inclusion while the traditional student teachers were located in several school districts. Some of those school districts may not have provided staff training in inclusion for their teachers at this point in time. Appendix D contains the adaptation of the ATMS survey used in this study.

5. Survey of Professional Development School Graduates:

The Director of the Professional Development School and staff from the Olathe School District developed surveys to solicit feedback from PDS graduates and to help plan for year two of the PDS. One survey called for open-ended responses requesting that students list the 7-10 most important teaching skills/strategies/techniques that students feel are needed for success as a teacher. Next, students were assign a value (from 1 to 5) to their preparation in each of the important teaching skills/ strategies/techniques they thought were essential.

A second survey requested the students to evaluate some of the seminars provided during the year. Indicators included "nice to know," "essential to know," "need more information in this area," and "eliminate." A third survey tried to determine the student's comfort level concerning several teaching behaviors, skills, strategies, and content areas. The results of this survey can be found in Appendix F. This input from the PDS graduates helped to restructure the PDS for the second year of operation.

6. Anecdotal Data:

One of the mentors describes the PDS "...as a way to better prepare our future teachers by providing practical, hands-on training...a way to ensure professionals are being put into our profession." Another says that "a collaborative effort between university professors and teachers will provide the interns with the best teacher education possible." A third mentor describes the PDS "...as a breakthrough in teacher education and training. It is truly a collaborative effort between the university and the school district to bring together theory and application. The concept aligns itself with what we as educators believe and practice in our classrooms; meaningful hands-on experiences facilitate learning and development."

Others commented on their personal opportunities with statements like the following:

"I hope to play my part by stretching myself professionally by modeling appropriate teaching and management methods." "I'm hoping to gain a lot of new ideas also, and I know in the end, I'll be more of a 'well-rounded' teacher." "I see my growth as a professional and I'm relieved that I don't have to carry it alone and others will be there for support." "I am very excited about all this! I think I will really grow as a teacher though this."

Finally, one mentor said very simply, "Thanks for believing in us!" A principal who hired one of the interns commented to the PDS coordinator, "I didn't hire a first year teacher. She has experience and knowledge beyond that of any of the new teachers I

interviewed this year." It should be noted that all 20 mentors volunteered to again be mentors during the second year of the PDS.

Conclusions:

This current study attempted to evaluate the first year of two Professional Development Schools and the collaboration between the Olathe School District and Emporia State University. There was an attempt to match 16 PDS students with 16 traditional student teachers. All indicators pointed to the fact that the students in the PDS and the traditional teacher education program were equal in standardized test results and GPA. There was also an attempt to match student teaching assignments. All students were located in urban or suburban elementary schools. Quantitative measures indicated that no significant differences were found between the PDS students and the control group. Comparing the PDS students and the control group on the National Center for Research on Teacher Education Questionnaire revealed differences on a few items, but no overall significant differences between the two groups. The National Teachers Examination Professional Knowledge Subtest revealed no differences between the two groups. The adaptation of the Attitude Towards Mainstreaming Scale did show a significant difference between the PDS students and the control group. The PDS students had a more positive attitude towards inclusion.

Qualitative measures including interviews and written responses from mentor teachers, administrators, and first year graduates from the PDS all indicate that PDS students are better

prepared for the first year of teaching than traditional student teachers. Job interviews were far less threatening. PDS graduates have more self-confidence, better relations with parents, and do not seem like first year teachers. The PDS students had "experienced" the school year, including detailing all that was done the first days of school. The PDS students also attended all inservice training provided by the Olathe District for their teachers for the entire year.

Plans for the Future:

The results of this research, surveys of graduates, suggestions from building principals, and suggestions from the Director of the Professional Development School have led to changes in the program. August, 1994, saw the start of the second year of the Professional Development School. A new research design has been accepted to evaluate the second year of the PDS. Year two will focus more on evaluation rather than comparative research. The outcomes of the PDS program will be evaluated using several methods. A questionnaire has been developed to match the outcomes of the program. Portfolios will be evaluated to see if students are achieving the outcomes of the program. Lesson plans will be evaluated in a systematic fashion. An observation form has been developed to evaluate the implementation of the lesson plans. Plans have been made to employ trained observers to evaluate student teachers focusing on lesson plans and classroom management. Observers will be selected from the past 38 teachers selected as winners of the Kansas Master Teacher Awards.

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APPENDIX A

MATCHED PAIRS COMPARISON

Summary of Findings
as Revealed by an Anaylsis of Factors
Accumulated Previous to Phase I Versus PDS Exposure

Variables Evaluated	Groups*	Mean	SD	t-value	DF	2-tail prob.
Beginning Cumulative GPA	Group 1 Group 2	3.13 3.29	.29 .43	-1.21	29	.235
PPST Writing	Group 1 Group 2	174.75 175.46	2.49 3.27	-.69	29	.496
PPST Math	Group 1 Group 2	179.00 180.53	3.57 5.87	-.88	29	.384
PPST Reading	Group 1 Group 2	177.56 178.60	4.13 3.88	-.72	29	.478
General Vocabulary Proficiency	Group 1 Group 2	29.12 29.06	1.20 1.03	.14	29	.886
Word Parts Proficiency	Group 1 Group 2	26.68 25.73	1.81 1.98	1.40	29	.172
Phonetic Analysis Proficiency	Group 1 Group 2	28.25 28.13	1.34 1.24	.25	29	.804
Structural Analysis Proficiency	Group 1 Group 2	27.68 28.53	1.30 1.06	-1.98	29	.058
Spelling Proficiency	Group 1 Group 2	45.25 44.93	1.12 1.48	.67	29	.507
Phase I GPA (semester)	Group 1 Group 2	3.79 3.80	.15 .29	-.18	29	.855
Ending Cumulative GPA	Group 1 Group 2	3.38 3.45	.20 .33	-.74	29	.467
National Teacher Exam	Group 1 Group 2	660.78 664.61	6.83 7.15	-1.42	25	.167

* Groups are organized as follows:
Group 1= Professional Development School Subjects (N=16)
Group 2= Phase I Program Subjects (N=15)

APPENCIX B

PORTFOLIO RUBRIC, RESULTS, AND INTERRATER RELIABILITY

PORTFOLIOS

Rating Criteria	Intern 1	Intern 2	Intern 3	Intern 4	Intern 5	Intern 6
Diversity	5.66	5.66	4.33	6.00	6.00	6.0
Crit. Think	5.66	4.00	4.33	6.00	6.00	6.0
Creat. Plan	5.33	5.33	5.00	6.00	5.00	6.0
Eff. Pract	5.66	5.33	4.33	6.00	5.66	6.0
Self Ref	5.00	2.33	5.66	6.00	6.00	5.0
Organizing	5.00	2.33	3.66	4.00	5.33	6.0
Interrater Reliability	1.00	.88	.83	1.00	1.00	1.00

Strong	Developing	Not Yet
6-5	4-3	2-1

WP112-13

Descriptors for each rating –

Diversity

Strong

The portfolio clearly demonstrates that the intern has tried a variety of tasks/projects/assignments/challenges. There is great variety in the kinds of work represented or the outcomes/skills demonstrated. For instance, pieces are chosen from a variety of content areas and from both semesters.

Developing

The portfolio reflects some diversity. Tasks are not all parallel and do not all demonstrate identical outcomes. For instance, the same lesson plan is not used in critical thinking (i.e., the self-reflection portion of the plan), creative planning, and effective practice (i.e., mentor or supervisor's evaluation, or the videotape of the lesson).

Not Yet

The portfolio reflects minimal diversity. All tasks represented are more or less alike, and demonstrate the same outcomes/skills.

Critical Thinking

Strong

The portfolio clearly demonstrates that the intern has identified strengths, and/or areas that need work, planned strategies, and worked through a plan to improve his/her teaching, classroom management, or the planning itself.

Developing

The portfolio provides some evidence of analysis, but the intern may not have worked all the way through planning appropriate strategies for improvement in planning, management, or instruction.

Not Yet

The portfolio provides minimal evidence of critical thinking.

Creative Planning

Strong

The portfolio clearly demonstrates that the intern has incorporated a variety of approaches, activities, and integration indicative of the creative planner.

Developing

The portfolio reflects some creative planning, but is more reliant on worksheets. Some evidence of centers or other activities is provided.

Not Yet

The portfolio reflects minimal creativity, lessons are "book bound," and there is no evidence of centers or other activities.

Effective Practice

Strong

The portfolio clearly demonstrates that the intern has used a variety of teaching techniques, developed a variety of lesson strategies, has implemented effective classroom management techniques.

Developing

The portfolio reflects some effective practice, but evaluations or video shows a reliance on a limited number of teaching and/or management strategies.

Not Yet

The portfolio reflects minimal competence in elements of teaching, such as planning lessons, or classroom management.

Self-reflection

Strong

Several examples of self-reflection show thoughtful consideration of personal strengths and needs based on indepth understanding of criteria. Reflections may also include a statement of personal goals; responses to learning/teaching situations; a summary of growth over time; or other insights regarding the personal, individual story this intern's portfolio tells.

Developing

Self-reflections included within the portfolio provide at least a superficial analysis of strengths and needs, which may or may not be tied to specific criteria for judging performance or growth. The intern may include comments on what he/she likes or dislikes about a lesson or unit, or about what he/she finds difficult or challenging; but the reflections may not include insights regarding growth, needs, goals, or changes in performance or teching styles over time.

Not Yet

Either no self-reflection is included within the portfolio, or the self-reflection is redimentary: e.g., "I put this in because I like it" "I included this in my portfolio because it was my favorite lesson."

Organization, format & structure

Strong

The intern has formatted and arranged the portfolio in a way that invites the reader inside. Items within the portfolio are clearly labeled and dated: the sequence is purposeful. *All or most* of the following are included:
a table of contents,
section pages for major sections,
a statement of purpose or rationale for selection, and (if relevant)
a closing/summary comment or reflection.

Developing

The portfolio is arranged and formatted in a way that enables the reader to make sense of it with a little work. At least *some* of the following items are included:
a table of contents,
section pages for major sections,
a statement of purpose or rationale for selection, and (if relevant)
a closing/summary comment or reflection.

Not Yet

Arrangement and formatting of the portfolio make it difficult for the reviewer to determine when and under what circumstances it was assembled. Few (if any) are clearly labeled or dated. Most or all of the following are missing:
a table of contents,
section pages for major sections,
a statement of purpose or rationale for selection, and (if relevant)
a closing/summary comment or reflection.

APPENDIX C

NATIONAL CENTER FOR RESEARCH ON TEACHER EDUCATION

QUESTIONNAIRE: RESULTS AND ITEMS SHOWING SIGNIFICANT DIFFERENCES

Summary of Significant Findings as Measured by the Calculation of Variables Regarding Beliefs and Knowledge Measured on the Questionnaire

Variables Considered	Group	Mean	SD	Std Error	t-value	P
V8	Group 1	1.20	.41	.10	-2.86	.01
	Group 2	2.69	1.84	.51		
V12	Group 1	6.66	.61	.16	2.47	.02
	Group 2	6.07	.64	.18		
V21	Group 1	1.73	1.28	.33	-2.12	.04
	Group 2	2.69	1.10	.30		
V67	Group 1	1.73	.96	.24	-1.69	.03
	Group 2	2.92	1.70	.47		
V84	Group 1	2.06	1.33	.34	-2.44	.02
	Group 2	3.38	1.50	.41		
V116	Group 1	1.73	.59	.15	-2.61	.01
	Group 2	2.53	.96	.26		
V117	Group 1	1.66	.61	.15	-3.57	.002
	Group 2	2.61	.76	.21		
V122	Group 1	1.73	.45	.11	-2.42	.02
	Group 2	2.08	.28	.08		
V123	Group 1	3.00	.00	.00	2.35	.03
	Group 2	2.33	.98	.28		
V159	Group 1	3.06	.88	.22	2.07	.05
	Group 2	2.50	.52	.15		
V161	Group 1	1.06	.25	.06	-2.15	.04
	Group 2	1.41	.51	.14		
V162	Group 1	1.93	.79	.20	2.40	.02
	Group 2	1.33	.49	.14		
V164	Group 1	1.53	.64	.16	-2.17	.04
	Group 2	2.16	.83	.24		
V171	Group 1	1.06	.25	.06	-3.01	.01
	Group 2	1.66	.65	.18		
V179	Group 1	2.13	1.45	.37	-2.54	.02
	Group 2	4.07	2.39	.66		
V181	Group 1	1.66	.90	.23	-2.16	.04
	Group 2	2.76	1.64	.45		

Variables Considered	Group	Mean	SD	Std Error	t-value	P
V183	Group 1 Group 2	5.66 3.76	1.23 2.16	.31 .60	2.79	.01
V208	Group 1 Group 2	6.53 5.38	.51 1.32	.13 .36	2.94	.01
V213	Group 1 Group 2	3.86 2.46	2.20 1.12	.56 1.12	2.17	.04
V215	Group 1 Group 2	6.26 4.76	.79 1.78	.20 .49	2.79	.01
V216	Group 1 Group 2	6.40 5.00	.91 1.82	.23 .50	2.51	.02
V217	Group 1 Group 2	1.13 1.69	.35 .75	.09 .20	-2.46	.02
V268	Group 1 Group 2	3.40 2.46	.82 .87	.21 .24	2.90	.008
V269	Group 1 Group 2	1.53 2.23	.51 .72	.13 .20	-2.89	.009
V278	Group 1 Group 2	2.40 1.66	.91 .49	.23 .14	2.67	.01

V179-I feel okay about math. While I'm not especially strong at it, I'm not fearful of it either. 1-7 point scale (1=strong agreement, 7=strong disagreement).

V181-Doing math allows room for original thinking and creativity. 1-7 point scale (1=strong agreement, 7=strong disagreement).

V183-A lot of things in math must simply be accepted as true and remembered; there aren't explanation for them. 1-7 point scale (1=strong agreement, 7=strong disagreement).

V208-If elementary students use calculators, they won't learn the math they need to know. 1-7 point scale (1=strong agreement, 7=strong disagreement).

V213-It is important for pupils to master the basic computational skills before studying topics like probability and logic. 1-7 point scale (1=strong agreement, 7=strong disagreement).

V215-Math is a subject in which natural ability matters a lot more than effort. 1-7 point scale (1=strong agreement, 7=strong disagreement).

V216-Since older students can reason abstractly, the use of models and other visual aids becomes less necessary. 1-7 point scale (1=strong agreement, 7=strong disagreement).

V217-Deciding exactly how many cookies each child in their class of 24 would get if someone brought in 5 dozen cookies and they were trying to share them equally. (The probability of most seven-eight year olds being able to complete this task. Yes-No-Don't Know.)

V268-I would save it and see if I had time for this chapter at the end of the year (True or False-What you would do with a matn chapter on probability and statistics).

V269-I would plan to weave this content in across the year. (Same as V268.)

V278-I'd remind the child that rectangles have two sides longer and two sides shorter, while squares have sides of equal length. (Likelihood of your actions when a child identifies a square as a rectangle.)

Listing of Significant Variable Content

V8-Since there is no "best way' to teach, every teacher has to figure out what works for him- or herself. 1-7 point scale (1=strong agreement, 7=strong disagreement).

V12-Good teachers give their students lots of workbook practice in the skills they been teaching. 1-7 point scale (1=strong agreement, 7=strong disagreement).

V21-The main job of the teacher is to encourage students to think and question the world around them. 1-7 point scale (1=strong agreement, 7=strong disagreement).

V67-Be able to write in a variety of genres and forms. 1-7 point scale (1=strong agreement, 7=strong disagreement).

V84-Teachers must write a lot in order to teach writing effectively. 1-7 point scale (1=strong agreement, 7=strong disagreement).

V116-A report or essay should always be divided into an introduction, body and conclusion. 1-7 point scale (1=strong agreement, 7=strong disagreement).

V117-Sentences should never begin with "and" or "because". 1-7 point scale (1=strong agreement, 7=strong disagreement).

V122-Which teacher is most likely to help students learn to write? (Choose from three listed teacher types.)

V123-Which teacher is least likely to help students learn to write? (Choose from three listed teacher types.)

V159-If this was your student what would you do? (Classroom situation involving punctuation instruction, five possible choices.)

V161-Explain to her that she actually did start writing and tell her about the state of writing called "pre-writing" (rate the probability of this action on a four point scale, 1=definitely would do this and 4=definitely would not do this).

V162-Use her question to introduce a class discussion on what it means to write poetry (rate the probability of this action on a four point scale, 1=definitely would do this and 4=definitely would not do this).

V164-Spelled correctly (evaluating a student's letter critically using a four point scale, 1=successful and 4=unsuccessful).

V171-Wrote carefully and neatly (evaluating a student's letter critically using a four point scale, 1=successful and 4=unsuccessful).

APPENDIX D

ATTITUDES TOWARD MAINSTREAMING SURVEY

EMPORIA STATE UNIVERSITY ADAPTATION

ATTITUDE TOWARDS MAINSTREAMING SCALE

EMPORIA STATE UNIVERSITY ADAPTATION

Part I:

This scale concerns the educational model of full inclusion. This term refers to the practice of educating all students in regular classes and regular education on a full time basis as a regular, normal, and expected practice. This model would involve the education of students with mental retardation, physical disabilities, behavior disorders, sensory impairments, speech disorders, traumatic brain injuries, autism, regular students, gifted and economically disadvantaged, all day in the regular classroom (Stainback, & Stainback, 1988; Stainback, & Stainback, 1992).

INSTRUCTIONS

On the blank line, please place the numerical value indicating your reaction to every item according to how much you agree or disagree with it using the scale below. Do not omit a response to any item.

Strongly Agree	Agree	Agree Somewhat	Disagree Somewhat	Disagree	Strongly Disagree
1	2	3	4	5	6

_____1. In general, full inclusion is a desirable educational practice.

_____2. Students should have the right to be in regular classrooms.

_____3. It is feasible to teach gifted, normal, and mentally retarded students in the same class.

_____4. Students with mental retardation should be in regular classrooms.

_____5. Students with visual handicaps who can read standard printed material should be in regular classrooms.

_____6. Students who are blind and cannot read standard printed material should be in regular classrooms.

_____7. Students with hearing impairments, who are not deaf, should be in regular classrooms.

_____8. Students who are deaf should be in regular classrooms.

_____9. Students with physical disabilities which confine them to wheelchairs should be in regular classrooms.

_____10. Students with physical disabilities who are not confined to wheelchairs should be in regular classrooms.

_____11. Students with cerebral palsy who cannot control movement of one or more of their limbs should be in regular classrooms.

_____12. Students who stutter should be in regular classrooms.

_____13. Students with speech difficult to understand should be in regular classrooms.

_____14. Students with epilepsy should be in regular classrooms.

_____15. Students with diabetes should be in regular classrooms.

_____16. Students with behavior disorders who cannot readily control their own behavior should be in regular classrooms.

_____17. Students who present persistent discipline problems should be in regular classrooms.

_____18. Students with traumatic brain injuries should be in regular classrooms.

_____19. Students with autism should be in regular classrooms.

_____20. Full inclusion will be sufficiently successful to be retained as a required educational practice.

APPENDIX E

PROFESSIONAL DEVELOPMENT SCHOOL OUTCOMES

1. Demonstrates effective use of a variety of alternative assessment techniques	Integrate knowledge of learning styles, teaching strategies, management skills, learning theories, and other content areas with mathematics in creating developmentally appropriate lessons, tasks, activities, and assessments for children in the elementary and middle school classroom with diverse backgrounds, interests; motor, cognitive, and behavioral abilities; and cultures. (MATH)	Assess the level of language achievement of students in the areas of speaking, listening, and writing (including spelling and handwriting) Determine what new learning is required for student to move to higher levels of achievement. (LANG. ARTS)	Note and demonstrate effective instructional and evaluation techniques Demonstrate a sensitivity to individual differences among learners (T/L MODELS)	EC: • Demonstrate observation of children to critique curriculum and plan for achieving goals for individual children. Based on observation, extend lesson plans either to more or less difficult levels SPED: • Describe procedures used to identify and classify variance from normal standards in social, communication, cognitive, motor, and affective behaviors. • Score and interpret norm and criterion-referenced tests and academic achievement • Select and use formal and information measurement instruments commensurate with a pupil's developmental level. • Utilize non-biased assessment techniques. • Give examples of behavioral performance profiles. • Present a report of assessment results. • Develop measurement with strategies consistent with instructional objectives. • Use task analysis or similar procedures to determine the effectiveness of a pupil's problem solving strategy in academic and non-academic settings. • Collect and analyze performance information through systematic observations and recordings and social and academic behaviors. • Modify or construct measurement devices when other instruments are not available.

2. Demonstrates effective use of problem-solving strategies as they are featured in current activity-based elementary/ middle school curricula	**Describe, plan, & implement activities built around making conjectures, gathering evidence, & building arguments that foster mathematical reasoning, estimation & problem solving for children with. . . (MATH)**	**Plan lessons that emphasize the importance of citizenship education to a free, democratic society (SOCIAL STUDIES)**	**Plan lessons that demonstrate an understanding of the importance of higher order thinking/reading skills in the teaching of comprehension (READING)**	**EC:** • **Create an environment which incorporate manipulatives and play** **SPED:** • **Evaluate the impact of a present placement on pupil's presenting problems.** • **Explain the relationship between pupil failure and inappropriate behavior, and content and media that are too easy or difficult.** • **Select instructional content that enables pupils to acquire knowledge and skills in areas such as literacy, self-care, personal growth, career preparation, and social competence.**

3. **Participates in, and collaborates with, interdisciplinary and/or grade level teams; long-range planning, developing and teaching an interdisciplinary unit**	**Integrate knowledge of learning styles, teaching strategies, management skills, learning theories, and other content areas with mathematics in creating developmentally appropriate lessons, tasks, activities, and assessment for children with . . .** **List and describe cultural, historical, and scientific applications to foster an attitude of valuing mathematics appropriate for children with . . .** **(MATH)**	**Implement strategies which integrate the language arts across the curriculum** **(LANG ARTS)** **Note and demonstrate long-range planning and daily preparation** **(T/L MODELS)**	**Plan units and lessons that demonstrate awareness of the pluralistic character of human societies and, most especially, of life in the United States.** **(SOCIAL STUDIES)**	**EC:** • **Goal setting: all aspects of the curriculum** • **Curriculum plans include integrated experiences in cognitive, language, physical, social/emotional, and aesthetic.** **SPED:** • **Describe contributions of other disciplines to the identification, classification, treatment, and education of exceptional pupils.** • **Describe the roles teachers, other professionals and parents assume in providing instruction and other services for exceptional and nonexceptional pupils.** • **Describe ways to use past and present literature to improve performance as a special educator.** • **Participate as a member of an interdisciplinary team in activities related to planning, implementing, and evaluating instructional and related programs for a pupil.**

4. Describes strategies for securing and maintaining adequate physical materials essential to children' participation in activity-based teaching	Demonstrate the desirability, the use, and the proper maintenance of a variety of manipulatives, calculators, and other technologies as teaching tools for computation, problem solving, and explorations for children with . . . (MATH)	Describe and demonstrate strategies for securing adequate physical materials so essential to children's participation in activity-based science (SCIENCE)		EC: • Create an environment which meets the needs of all students. SPED: • Use visual displays consistent with instruction goals and activities
5. Demonstrates the use of appropriate technologies in a variety of teaching situations	Demonstrate the desirability, the use, and the proper maintenance of a variety of manipulatives, calculators, and other technologies as teaching tools for computation, problem solving, and explorations for children with . . . (MATH)			SPED: • Select media (and other technology) to attain instructional goals and objectives. • Apply computer and related technology to instructional processes. • Ensure pupil access to necessary instructional media.

6. Plans lessons, activities, centers that demonstrate an awareness of learning as a developmental process with developmentally appropriate activities	Integrate knowledge of learning styles, teaching strategies, management skills, learning theories, and other content areas with mathematics in creating developmentally appropriate lessons, tasks, activities, and assessments for children with . . . (MATH)	Note and demonstrate awareness of child growth and development (T/L MODELS)	Demonstrate an understanding of importance of oral language, and other readiness factors in preformalized reading instruction Demonstrate an understanding of the developmental nature of reading as an interactive and strategic process Identify the readiness, decoding, comprehension, and study skills that comprise developmental reading (READING)	EC: • Demonstrate an understanding of the integrative aspects of development SPED: • Explain the procedures used to screen and diagnose, and the manner in which these are related to selection of an instructional and intervention plan. • Utilize non-biased educational techniques to meet the needs of students regardless of gender, culture, ethnicity, or race. • Compare the similarities and differences among instructional intervention strategies and describe the basis for the selection of strategies and the manner in which the effectiveness of strategies are determined.

7. **Plans lessons, activities, centers that integrate content knowledge from general education courses and areas of concentration with school and district curricula guides**	**Describe, plan, and implement activities built around making conjectures, gathering evidence, and building arguments that foster mathematical reasoning, estimation and problem solving for children with . . .** **(MATH)**	**Plan and teach selected lessons from both primary (K-2) and intermediate (3-6) level units in the natural and/or applied sciences and describe strengths, limitations, and things they'd change based on degree of students' success** **(SCIENCE)**	**Plan and teach lessons that emphasize the reality of the world as a global community, and our country as a multicultural society, and the need to develop and maintain a global and multicultural perspective in human affairs** **(SOCIAL STUDIES)**	**EC:** • **Goal setting: all aspects of the curriculum.** **SPED:** • **Describe the manner in which suggestions from others can be used for program improvement.** • **Describe a local education agency's policies and procedures for providing special education and related services.** • **Acquire knowledge of procedures used in regular classroom, resource, self-contained, hospital and homebound, special school, residential center, and other instructional placements and the ability to describe operational variables or characteristics that discriminate among types of instructional placements.** • **Explain parental rights and responsibilities that are described in state and federal statutes and regulations.**
8. **Demonstrates a familiarity with professional organizations and literature**	**Demonstrate the ability to communicate mathematically through reading related professional journals, the NCTM Standards and other materials, writing, listening to, and discussing ideas** **(MATH)**	**Identify the major approaches to the teaching of reading and the significant contributions of each** **Survey the complex nature of the reading process and the factors that interact to affect that process** **(READING)**	**Note and demonstrate professional behavior** **(T/L MODELS)**	**SPED:** • **Explain the manner in which a code of ethical conduct applies to continued development of professional skills.** • **Describe contributions of family, biological and environmental factors to the origins of variant behaviors.** • **Explain the role of paraprofessionals and volunteers in an instructional program.** • **Locate and describe community services for exceptional pupils and their parents.**

9. Demonstrates effective classroom management skills	Integrate knowledge of learning styles, teaching strategies, management skills, learning theories, and other content areas with mathematics in creating developmentally appropriate lessons, tasks, activities, and assessments for children with . . . (MATH)	Note and demonstrate effective techniques of classroom management (T/L MODELS)	Establish classroom management techniques that indicate the important role of good citizenship in guiding human behavior (SOCIAL STUDIES)	EC: • Student teaching includes full participation with children in instructional planning • Multiple field work settings SPED: • Arrange the instructional setting to enhance pupil performance. • Designate areas for specific pupil activities. • Explain the impact of cultural, social, affective, and other pupil variables upon interpersonal relationships. • Plan programs to increase appropriate and decrease inappropriate pupil behaviors. • Involve development of group and self-management plans.
10. Exhibits a positive attitude toward risk-taking in teaching curricula with children of diverse: a. backgrounds b. interests c. motor, cognitive, and behavioral abilities d. cultures	Describe, plan, and implement activities built around making conjectures, gathering evidence, and building arguments that foster mathematical reasoning, estimation and problem solving for children with . . . (MATH)	Demonstrate a positive attitude toward taking the risks involved in teaching activity-based science with children with . . . (SCIENCE)	Demonstrate an understanding of the impact that a multicultural society has on the teaching of reading (READING)	EC: • Demonstrate ability to work in settings with atypical children. • Understand the needs of developmentally diverse children. • Diagnose need for resource personnel. SPED: • Explain the relationship of Special Education to regular education. • Identify contributors to the growth and improvement of special education knowledge and practice. • Describe types of instructional arrangements for exceptional pupils. • Explain commonalities and differences among special education categories in terms of etiology, diagnosis, characteristics, treatment/instructional approaches and post-school status.

11. Demonstrates effective teaching strategies, including use of appropriate questioning skills, direct instruction, cooperative learning, adaptations for learning styles; with children with diverse: **a. backgrounds** **b. interests** **c. motor, cognitive, and behavioral abilities** **d. cultures**	Describe, plan, and implement activities built around making conjectures, gathering evidence, and building arguments that foster mathematical reasoning, estimation and problem solving for children with . . . (MATH)	Note and demonstrate effective instructional and evaluation techniques (READING)		**EC:** • **Competence in cultural diversity in the classroom** **SPED:** • **Develop, implement, and evaluate an individualized education program.** • **Establish goals and objectives from assessment information.** • **Select and apply specialized methods.** • **Develop the scope and sequence of learning activities for pupil attainment of instructional goals and objectives.** • **Vary instructional format and schedule to enhance pupil performance.** • **Provide a pupil with information about performance results for the purpose of enhancing continued progress and the development of self-evaluation skills.** • **Model behavior appropriate to specific circumstances, such as anger, affection, humor, honesty.** • **Observe and record pupil performance on instructional and related objectives.** • **Apply appropriate expectations for pupil performance.** • **Calculate the effects of the program upon individual pupil performance and use them to determine total program effectiveness.** • **Develop a system to follow the progress of pupils who no longer need special education and related services.** • **Use evaluation results to maintain or change an instructional program.**

12. Demonstrates effective communication with a variety of publics, i.e., students, peers, mentors, parents, community	**Demonstrate the ability to communicate mathematically through reading related professional journals, the NCTM Standards and other materials, writing, listening to, and discussing ideas. (MATH)**	**Communicate information about language achievement effectively to students, parents, administrators, & other interested colleagues (LANG ARTS)**	**Note and demonstrate effective communication skills (T/L MODELS)**	**EC:** • **Family competence in community relations including parent communication and school involvement** **SPED:** • **Explain the impact state and national legislation, litigation, and professional and parent organizations have upon the development of special education programs.** • **Describe methods to establish and maintain communication with a pupil.** • **Demonstrate how communication efforts are used to support pupil efforts to achieve.** • **Develop a plan to enable exceptional and nonexceptional pupils to understand that both groups have needs that are unique to individuals.** • **Communicate evaluation results to administrators, other teachers, parents, and members of the community.** • **Develop a plan to communicate program needs to others.** • **Explain procedures for planning and implementing staff development activities.** • **Model communication, consultation, and problem-solving skills that can be used to provide regular and special educators with knowledge of instructional and management procedures for exceptional pupils.** • **Develop a plan to instruct parents in methods for implementing a home-based teaching and management plan for their child.** • **Model consultation and communication skills that can be used in individual and group parent conferences.** • **Explain procedural due process rights to others.** • **Explain the state special education plan to colleagues and members of the community.**

APPENDIX F

INTERN FEEDBACK ON THE PROFESSIONAL DEVELOPMENT SCHOOL: YEAR 1

Intern Feedback on PDS Program re Preparation for Teaching

Part 1

Well, here you are ready to begin your first year of teaching. As you stand ready to open the door to your own classroom, will you please make a list of the 7-10 most important teaching skills/strategies/techniques that you feel are needed for success? These might be specific (holding class meetings, using "wait time") or general (classroom management, lesson planning) or a combination of both. Please rank these in order with your most important thought first.

4.4; 15 4.8; 5	1. Classroom management (consistent, proactive) Consistent consequences
4.5; 12	2. Lesson plans (objectives, fun)
4.6; 10 4.7; 6	3. Effective questioning strategies Wait time
4.3; 8	4. Use of manipulatives (hands-on lessons)
3.4; 8	4. Grading/assessment
4.7; 7	6. Positive & safe classroom environment, mutual respect
4.4; 7	6. Communication (bridge building) among faculty, parents, students
4.1; 6	8. Integrating subjects throughout the curriculum
3.5; 6	8. Implementing technology
5; 6	8. Classroom arrangement/organization

Other areas mentioned included –

Organizational skills (time management) 3.4; 5

Teaching to a group of individuals to meet needs of all (learning styles) 4; 5
Effective teaching strategies 4.3; 4

Cooperative learning groups 5; 4 Class meetings 4.8; 5

Positive reinforcement Techniques to keep children on task

Aligned curriculum, instruction, & assessment Preparing daily schedule

Strategies for LD/at-risk students Giving/receiving feedback

Teaching w/meaning and relevance for life

Using a variety of resources

Developing good rapport w/students

Did your PDS experience adequately prepare you in each of these areas? Go back and assign a value to this preparation in each area. Use a scale from 1-5.
1. ... I don't feel well prepared at all. I need this concept taught to me.
2. ... I don't feel comfortable with this concept. I need more info or help.
3. ... Average. I know about this concept, but would like to know more.
4. ... I feel comfortable with this concept and my teaching of it.
5. ... I feel very well prepared. I know this well!

For any area you ranked either a 1 or a 2, please provide your suggestions for improving next year's learning experience. Use the back of this page if needed.

Only 4 items received a rating below 3 –
1. lesson management (by 1 intern) – have a class on how to figure length of a lesson or how to break it down to finish in time

2. conflict management (with children) (by 1 intern) – have seminar earlier!

3. organization – tips on classroom and personal organization

4. Working w/collaborative teachers – meet with collaborative teachers at each school. How would they like us to work and help?

Intern Feedback on PDS Program re Preparation for Teaching

Name _____
(for "accountability" purposes)

Part 2

Here is a list of some of the seminars provided during the year. Please indicate if you feel the information provided was "nice to know" or "really essential to know." Then indicate if you feel you needed that information 1st semester. There is also a place to indicate if you wanted more information on a particular topic or if you feel that the topic, even if "nice" could be eliminated.

Seminar	Nice to know	Essential to know	More please	Eliminate	Need this 1st sem.
Principles of Effective Schools	6	9	1	1	2
QPA (Quality Performance Accreditation)	4	12	3		1
OBE (Outcome-Based Education)	3	15	3		2
Learning Styles	3	12	3		9
Proactive Discipline	2	14	6		9
Questioning Strategies	2	12	2		8
Multicultural Infusion	7	8	3	3	1
Conflict Resolution	6	9	1	1*	7
Legal Issues for Teachers	5	11	3		1
Strategies w/LD students	4	9	3		8
Strategies w/At-risk students	3	10	3		8
Strategies w/Behavior problems	2	10	4		9
Lesson Plans/Long range planning	4	11	5		9
Recordkeeping and Evaluation	5	7	3	1	7
Critical & Creative Thinking	8	6	1	2	2
Problem Solving	3	12	2		
Top 10 Manipulative Hits	5	10	3		4
Family Math	10	5	2		
Used Numbers (statistics)	8	7	1		
Early numeracy (prenumber, counting, etc.)	10	5	1	1	
Integrating Music	14	2		2*	
Language Arts Strategies	3	13	3		2
Contractual Obligations	5	11			
Ethics/Negotiations, etc.	7	8		2	
School Finance	10	4		2	
AIMS Activities	7	8	5		2
Integrating Child. Lit. & Soc. Studies	7	8	2		4

Seminar	Nice to know	Essential to know	More please	Eliminate	Need this 1st sem.
ADD (Attention Deficit Disorder)	3	9	3	2	4
Domino Math	10	5	4		
Observations					
Developmental Learning Center	11	4		2*	5
Swinney	11	4	1	1*	5
New Stanley	11	4		1*	5
Math Lessons by Dr. Morrow	4	12	2		7
In service/Activities (Not done by all)					
Six Trait Writing Process	2	10	3		1
Curriculum Based M	5	3			
Science Fair Judging	12	3	2	1	
Evaluating KS Math Assessments	11	4	1		
Evaluating KS Writing Assess.	8	3	1		
Lang. Arts in services	9	4	1		2
Fat City Video	8	5		2	3
Other					
KS Math Conference - Fall	10	4	1	2	
Exchange City	10	2		3	
Work day			1		

Volunteered comments:

*eliminate if it can't be done first semester

--have 1/2 day observations and 1/2 day work day

--A lot of these subjects would be nice to know 1st semester, however, I feel they are more effective 2nd semester. There is more opportunity to implement them.

--Combine the 3 strategies (at-risk, LD, Behavior) into 1 session

--Rating assessments is something we'll all have to do, can be considered essential

--QPA & OBE could use a more indepth inservice or several meetings. It's a big interview question and a hot topic.

--Ruth Harbin-Miles' workshops were excellent. I don't think we could've gotten enough hands-on (manipulative) math.

--More magnet schools, 1/2 day at several

--All of the In service/Activities were great experiences!

Intern Feedback on PDS Program re Preparation for Teaching

Name _____
(for "accountability" purposes)

Part 3

Review the following list of teaching behaviors/skills/strategies and in the appropriate columns rate the activity to indicate your comfort level in each area. Use a scale from 1-5 .

5. ... Very confident - I can teach/use it well.
4. ... I am confident in my ability. I feel good about teaching/using it.
3. ... I am comfortable with it - but need more practice or help.
2. ... I am not very comfortable. I want more help before teaching/using it.
1. ... I am uncomfortable with this concept. I need more information.

Category	I have the background information.	Modeled/ practiced in the classroom.	Composite rating
Classroom Management			
Beginning Class	4.5	4.5	4.5
Room/School Areas	4.1	4.7	4.5
Setting up independent work	3.7	4.62	4.41
Signals	4.2	4.59	4.47
Ending Class	3.2	4.72	4.25
Rules/Routines	4.2	4.83	4.69
Other Procedures	4.3	4.54	4.5
Work Requirements	4.5	4.33	4.38
Communicating Assignments	4.5	4.5	4.5
Monitoring Student Work	4.2	4.66	4.56
Checking Assignments in Class	4	4.77	4.53
Grading Procedures	3.5	4.5	4.15
Academic Feedback	3.8	4.7	4.4
Proximity Control	4.7	4.66	4.69
Specific/Positive Feedback	4.5	4.75	4.69
Questioning Strategies			
Beaming	4.7	4.33	4.44
Wait Time	4.7	4.66	4.69
Category	I have the background information.	Modeled/ practiced in the classroom.	Composite rating

Probing	4	4.4	4.15
Think/Pair/Share	4.1	4.54	4.33
Alternative Assessments			
Standardized Tests (ITBS, CAT, etc.)	3.3	5	3.67
Criterion Referenced Tests	3.3	4.16	3.64
Open-ended questions	4.4	4.36	4.29
Portfolios	4.2	4.3	4.23
Student self-assessment	3.4	4.25	3.96
Using assessment data to inform instruction	2.7	4.22	3.67
Using assessment data to individualize instruction	3.3	4.5	4
Lesson Design			
Daily	4.5	4.77	4.67
Long term	3.5	4.45	4.03
Unit planning	3.6	4.7	4.27
Thematic Units	4.5	4.65	4.57
Integrating 2 or more content areas in a lesson	4.4	5	4.79
Cooperative Learning	4.7	4.72	4.77
Parent Communication/Conferences	4.3	4.35	4.23
Can provide suggestions for parents for facilitating learning at home	3.5	4.22	3.83
Can prepare back-to-school or open house night	4	4.27	4.12
Care Team Meetings	3.8	4.27	3.97
Inclusion	3.5	4	3.64
Referrals for Special Education	3.1	3.64	3.21
Math and Science			
Hands-on activities	4.8	4.45	4.5
Problem solving strategies	4.3	4.37	4.29
Process skills	3.7	4	3.79
Bridging from concrete to abstract	4	4.04	3.89
Category	I have the background information.	Modeled/ practiced in the classroom.	Composite rating
"Real World" applications -- relevant problems	3.9	4.55	4.28

Using Technology – Calculators Computers CD-ROM	3.8	4.37	4.13
Statistics/Probability	3.3	3.9	3.71
Geometry	3.7	4	3.9
Algebra	3.2	4.2	3.82
Computation/Basic Facts/ Algorithms	4.2	4.54	4.47
Social Studies			
Character Education	3.1	4.3	3.88
Social concerns	3.7	4.44	4.12
Current Events	4	4.55	4.31
Citizenship	4.5	4.37	4.44
History	4	4.5	4.25
Geography	4.1	4.5	4.38
Economics	3.4	3.66	3.56
Political Science (government, etc.)	3.5	3.75	3.62
Language Arts			
Reading			
Promote positive reading attitudes	4	4.5	4.38
Implement and monitor student independent reading	4	4.25	4.19
Prepare for reading by implementing prereading, background generating activities	4.1	4.5	4.38
Monitor student understanding through a variety of after-reading experiences	3.4	4.54	4.47
Teach phonics, work-attack skills	3.5	3.83	3.62
Utilize strategies to promote discussion	4	4.45	4.25
Category	I have the background information.	Modeled/ practiced in the classroom.	Composite rating
Implement a variety of flexible grouping patterns	4.4	4.54	4.5
Diagnose oral reading examples and student products to determine strengths, needs, and instructional plans	3.5	4.25	4.06

Writing			
Implement informal writing through journals and/or reading logs	4.2	4.70	4.59
Model and teach writing as a process	3.3	4.22	3.94
Promote a variety of publishing ideas	3.2	4.4	3.97
Implement writing as a natural response to reading	4.0	4.41	4.33
Conference with students	3.0	4.2	3.78
Incorporate inventive/temporary spelling for beginning writers	3.6	4.12	3.97
Application of Six Trait writing instruction and assessment	3.3	4	3.7
Implement spelling instruction to improve accuracy in writing	4.2	4.04	4.09
Listening/Speaking			
Teach strategies to promote listening as a means of learning	3.7	4.16	4.06
Promote social skills through listening	3.7	4.33	4.19
Provide opportunities for application of oral language development (choral reading, drama, sharing, oral reports, debates, discussion)	4.5	4.45	4.47
Teach students to participate in and facilitate small group discussions	4.6	4.66	4.66

APPENDIX G

SAMPLE QUESTIONS FROM THE TEACHER EDUCATION QUESTIONNAIRE

44. Proving that the set of counting numbers and the set of even numbers are equivalent. Y N D

45. Determining the probability of rolling a 7 with two dice. Y N D

V. Prerequisites for teaching mathematics

Remember **1 means strongly agree (SA) and 7 means strongly disagree (SD)**

46. If a student asks a question in math, the teacher should know the answer. 1 2 3 4 5 6 7

47. Being good at mathematical problem solving personally has little to do with being a good math teacher. 1 2 3 4 5 6 7

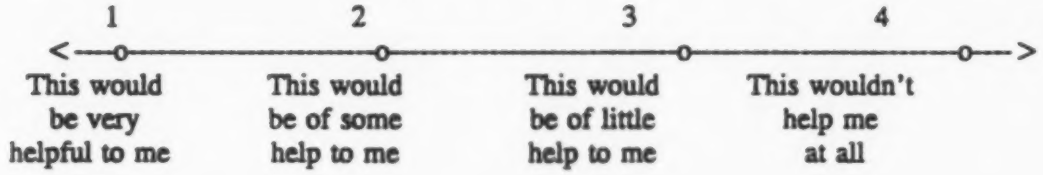
48. Understanding math as a discipline is important for teaching math at any level. 1 2 3 4 5 6 7

49. In order to teach problem solving, teachers have to do a lot of math problem solving themselves. 1 2 3 4 5 6 7

50. It is important for teachers to know mathematical terminology. 1 2 3 4 5 6 7

51. Basic computational skill and a lot of patience are sufficient for teaching elementary school math. 1 2 3 4 5 6 7

Which of the following would help <u>you</u> teach mathematics? Circle the number that best represents your view.


1
2
3
4
This would be very helpful to me
This would be of some help to me
This would be of little help to me
This wouldn't help me at all

52. Review basic skills, such as factoring or operations with fractions. 1 2 3 4

53. Observe other math teachers and get their comments. 1 2 3 4

54.	Be observed by other teachers and talk with them.	1 2 3 4
55.	Take a math course.	1 2 3 4
56.	Find out more about how mathematicians work.	1 2 3 4
57.	Read about great mathematicians and the history of mathematics.	1 2 3 4
58.	Improve general teaching skills—such as how to motivate students.	1 2 3 4
59.	Take a course of teaching math.	1 2 3 4
60.	Look at examples of student work in math.	1 2 3 4
61.	Learn more about the school's math curriculum.	1 2 3 4
62.	Get (some or more) experience teaching math.	1 2 3 4

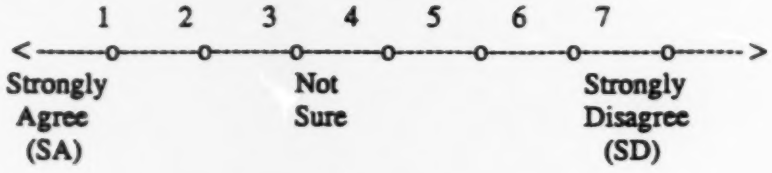
IV. Strategies for teaching mathematics

Remember **1 means strongly agree (SA) and 7 means strongly disagree (SD)**

63.	Students should never leave math class (or end the math period) feeling confused or stuck.	1 2 3 4 5 6 7
64.	Teachers should not necessarily answer students' questions but should let them puzzle things out themselves.	1 2 3 4 5 6 7
65.	Students should "show their work" when they solve math problems.	1 2 3 4 5 6 7
66.	If students are having difficulty in math, a good approach is to give them more practice in the skills they lack.	1 2 3 4 5 6 7
67.	If a student is confused in math, the teacher should go over the material again more slowly.	1 2 3 4 5 6 7
68.	The most important issue is <u>not</u> whether the answer to any math problem is correct, but whether students can explain their answers.	1 2 3 4 5 6 7
69.	To do well, students must learn facts, principles, and formulas in mathematics.	1 2 3 4 5 6 7

A. The Teaching and Learning of Writing

First we'll focus specifically on writing and the teaching and learning of writing. For the statements below, indicate your agreement or disagreement by circling the number that best expresses what you think about the statement. Your replies to these statements can range from **strongly agree (SA or 1)** to **strongly disagree (SD or 7)**.



1 = strongly agree
2 = moderately agree
3 = slightly agree
4 = not sure
5 = slightly disagree
6 = moderately disagree
7 = strongly disagree

I. Your feelings toward writing:	**SA SD**
1. Writing is an enjoyable activity for me.	1 2 3 4 5 6 7
2. I really only write when I have to.	1 2 3 4 5 6 7
3. I am a pretty good writer.	1 2 3 4 5 6 7
4. In my own life I have to do a lot of writing that I don't enjoy.	1 2 3 4 5 6 7
5. Conventions of mechanics and grammar are critical for effective writing.	1 2 3 4 5 6 7

6. Below are some different kinds of writing. Which of the following do you do? (*Circle all that apply*)

   1. Poetry
   2. Letters
   3. Journal
   4. Essays
   5. Reports
   6. Short stories
   7. Other (specify):_____
   8. I don't write frequently.

7. Which of these types of writing do you enjoy most? (*Circle one.*)

   1. Poetry
   2. Letters
   3. Journal
   4. Essays
   5. Reports
   6. Short stories
   7. Other (specify): _____

Remember — 1 means strongly agree (SÅ) and 7 means strongly disagree (SD)

8.	I often figure out what I want to say in the process of writing.	1 2 3 4 5 6 7
9.	I rarely outline my ideas before I start writing.	1 2 3 4 5 6 7
10.	For most of the things I write, I only write one draft.	1 2 3 4 5 6 7

II. The importance of writing

11.	Writing should be taught through other subjects rather than as a separate school subject.	1 2 3 4 5 6 7
12.	Writing is something students need in order to succeed in school.	1 2 3 4 5 6 7
13.	In some situations, presenting one's ideas in writing can be a more effective way of conveying information than presenting them verbally.	1 2 3 4 5 6 7

27.	I would expect students to have many experiences to draw upon in their writing.	C S B N
28.	I would expect students to do well in writing competitions.	C S B N
29.	Which teaching position would you prefer?	C S B N

III. Being good at writing

Remember 1 means strongly agree (SA) and 7 means strongly disagree (SD)

To be good at writing, you need to . . .		SA						SD
30.	Present ideas logically.	1	2	3	4	5	6	7
31.	Produce polished prose with ease.	1	2	3	4	5	6	7
32.	Consider the particular audience for whom you are writing.	1	2	3	4	5	6	7
33.	Write more than one draft.	1	2	3	4	5	6	7
34.	Be able to write in a variety of genres or forms (e.g., letters, reports, poems).	1	2	3	4	5	6	7
35.	Discuss ideas with others while work is in progress and seek feedback on drafts.	1	2	3	4	5	6	7
36.	Read widely.	1	2	3	4	5	6	7
37.	Know the parts of speech and the terms people use to describe writing conventions.	1	2	3	4	5	6	7
38.	Pay attention to the quality and appearance of the final product.	1	2	3	4	5	6	7

IV. Learning to write

39.	In general, girls tend to be naturally better than boys at writing.	1	2	3	4	5	6	7
40.	Students should not begin cursive writing until they have mastered printing.	1	2	3	4	5	6	7
41.	There are some students who can simply never be good at writing.	1	2	3	4	5	6	7

What would you do? *For each alternative, circle the number that best expresses your inclination.*

1	2	3	4
I definitely would do this	I might do this	I probably wouldn't do this	I definitely would not do this

117. Apologize to her because the session took so long, and promise to let them write poetry tomorrow. 1 2 3 4

118. Explain to her that she actually did start writing and tell her about the state of writing called "pre-writing." 1 2 3 4

119. Use her question to introduce a class discussion on what it means to write poetry. 1 2 3 4

Below are writing assignments followed by samples of students' written responses. Following each the assignment and student responses are questions for you to answer.

Situation 1:

For the past several weeks, you have had a student teacher, Ms. Wexford, in your fifth grade class. She has one more week of student teaching left. While Ms. Wexford is out of the room, you passed the following note to each student:

> As you know, Ms. Wexford will finish her student teaching on Friday. Between now and then, I would like each of you to write a letter to Ms. Wexford telling her good-bye and thanking her for something special she did for you. We will bind all of the letters into a book for her and give it to her at the party on Friday. Please try to get your letter to me by Thursday afternoon. And remember, this project is a secret!! Please don't tell Ms. Wexford.

Here are the letters that two of your students wrote.

Dear Ms. Wexford
It was nice working with you this year have a nice summer Best wishes and Good luck with your job. We'll miss you very much. thanks for every thang and thank

Dear Miss Wexford.

Hi this is Jessie. its been grate having you with us. I wish you wold Come next year. I am really glad you were my Teacher cuz I really Used coming to schole when you was gonna be here. Lots of time the other kids teased me at ..... but not since the day you was watching us and talking to me about how good I done in sience class and you made them ... stop when they called me something

Examine these two letters. Please evaluate each student's writing and choose the number that best expresses your judgment of the student's performance in different areas.

1 = Successful

2 = Adequate

3 = Poor

4 = Unsuccessful

Lee:

120.	Demonstrated grammatical competence.	1	2	3	4
121.	Spelled correctly.	1	2	3	4
122.	Wrote carefully and neatly.	1	2	3	4
123.	Thanked Ms. Wexford for something special.	1	2	3	4
124.	Used the appropriate form for a letter.	1	2	3	4
125.	Used a tone and mood appropriate for a friendly letter.	1	2	3	4

Jessie:

126.	Demonstrated grammatical competence.	1	2	3	4
127.	Spelled correctly.	1	2	3	4
128.	Wrote carefully and neatly.	1	2	3	4
129.	Thanked Ms. Wexford for something special.	1	2	3	4
130.	Used the appropriate form for a letter.	1	2	3	4
131.	Used a tone and mood appropriate for a friendly letter.	1	2	3	4

132. Overall, which student wrote the better letter? (*Choose <u>one</u>.*)

1. Lee
2. Jessie
3. One is not better than the other.